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### Final Report for the ONCE Project

De Keyser, Sophie; Hennuy, Laurence; Van Bastelaer, Béatrice

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ONCE Project  
"ON-line Children  
Education"  
(2000 - 2002)

# MAPI - The University of Namur

## Final Report for the ONCE Project

Director of research : Jacques Berleur

Researchers : Sophie De Keyser, Laurence Hennuy and Béatrice van Bastelaer

Facultés Universitaires Notre-Dame de la Paix, Institut d'Informatique

CITA/MAPI

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## Introduction

In the current report, we will detail, in the first time, the different steps and activities that have been undertaken by the Belgian team for the ONCE project between January 2001 and June 2002. Three stages have been completed. The first one consisted of defining the problematic. During the second stage, we will explain the methodology used in order to achieve the objectives. And finally, we will present the results obtained thanks to the application of the two first stages.

You will also find a brief explanation of deliverables carried out by the Belgian team. Moreover, we will explain the different approaches chosen to promote the ONCE project. This part contains the presentation of the two web sites (ONCE and FKBKO), the organisation and the results of the press conference, the booklets and the production of the promotional material.

Subsequently, we will treat about the collaboration between partners of other IAP projects. Finally, you will find the results of the project derived from questionnaires and observations.

The Belgian team was responsible of the work packages 3 and 4 but has also actively contributed to the work packages 6, 7, 8.

The work package 3 consists of structuring a "kewl" site list for children by advertising on the web site and disseminating details to children in the schools that have taken part in the project. For the work package 4, we have to raise awareness amongst parents of the positive aspects of the Internet.

For the realisation of the work package 6 "Fostering an all inclusive inter-agency approach", we have created an Advisory Board with specialists of childhood and the Internet. Considering work package 7 "Preparing the ground for awareness actions", our team has developed websites for both children and parents and we have made four different booklets for children and teenagers. Furthermore, a press conference took place in Belgium, on the 27<sup>th</sup> of June. Finally, for the work package 8 "Inter project collaboration", we have been in close contact with Child Focus, Média-Animation and Test-Achats.

## **I. Main Steps and Tasks Achieved**

### ***I.1. First Step: Definition of problematic***

#### *I.1.1. Comprehension of the ONCE Project*

To be sure to agree on the same objectives for the project, we first tried to better understand different aspects of the project and particularly the job of the Belgian team (see above). We asked Rachel a lot of questions about the accurate objectives, principles, different stages and the methodology of the project. Her answers helped us to precise the exact objectives and extent of the project.

#### *I.1.2. Test of the project ideas in the Belgian context*

Before contacting schools and in order to test the feasibility of the project and of the chosen procedure, we wanted to test the idea of the project with some people already aware of the problem or with whom we have privileged contacts. Two meetings were scheduled with heads of schools. Our objective was to have the opinion of a neutral person about the project and to be sure that we did not forget anything. These meetings helped us precise our methodology, better understand the current and practical context where the project would take place. They also stressed the necessity to be flexible in the practical organisation of the visits in schools. For instance, one school director emphasized the difficulty to embrace the recreational aspect if we do the project only in school. He explained that it is difficult to allow students to surf the Internet without educational objectives in school. We then realized that, in many cases, we would not be able to ask the headmaster to allow students to freely surf during school hours. We then asked all school directors that we met if we

could stay alone with students to ask them how they surf at home, what they like and dislike in Internet,...

Another school director made us notice that it would be difficult to work with children in age groups: 5-8, 9-12, ... because this would require the creation of ad hoc groups, 'artificial' groups especially created for the project. In such groups, it would take time to build a kind of connivance and confidence between children, necessary in order to be sure that they would express themselves freely. We then decided that we would stick to existing groups, this means, mainly classes with children of the same age.

We have systematically explained these remarks to our coordinator, Rachel O'Connell, so each team could take advantage of this information.

We also tried to better understand the computer and Internet policy, in schools but also in the Walloon Region and the French-speaking area of Belgium. Indeed, regional policies aimed at equipping schools with computers but there is a large diversity in the equipment that will have an influence on the practical aspects of the project. The policy of the Belgian French-speaking community is also important to understand. This organisation is indeed responsible for the educational aspects of the use of Internet in schools as well as regarding the use of a general filtering application for all connected schools. We then had some contacts with persons who, at the regional level, have worked on the installation of Internet in schools and with people, at the community level, who are responsible of the filtering software installed in schools (see below part D Cross cultural aspects point2).

Regarding schools, we have met some people, called "resource persons", who are responsible for all questions about multimedia in school. Moreover, in all our meetings with headmasters, we have asked specific questions regarding their Internet and computer policy: access to chats, free access during lunch, use of Internet in specific lessons (not only computer ones), ...

As a result but as expected, it appears that Internet policy and introduction of computers in lessons is very different from school to school. There is no common policy:

- Some schools organize computer lessons since the primary level, others only from the secondary level. Others do not have any computer lessons;
- Some schools allow students to surf exclusively for a specific research during lessons;
- Some schools allow the children to surf during lunchtime. Others, not.

### *1.1.3. Existing sites and similar projects*

At the beginning of the project, we did some research about existing web sites and projects devoted to the education of children on the web. We found some very interesting sites for children, parents and teachers. Here are some of these sites:

- <http://www.safesurf.com/kids1.htm#kids>
- <http://www.cyberangels.org/kids/quiz/quiz.html>
- <http://www.cyberangels.org/kids/ssk/supersafekid.html>
- <http://www.acekids.com/bagels1.htm>
- <http://www.kidshield.com/safetytest/index.html>
- <http://www.cyberangels.org/teens/safety.html>
- <http://childrenspartnership.org>
- <http://www.geocities.com/EnchantedForest/Tower/4241/safety01.html>
- <http://www.ed.gov/pubs/parents/internet/>
- <http://www.media-awareness.ca/eng/webaware/netsurvey/index.htm>

We have begun to create the Resources centre for the ONCE web site.



#### *I.1.4. Newsletters*

During the first year of the project, all partners were asked to write a newsletter every month. The objective of these newsletters was to explain to the different partners what each team had already done. It was very interesting because we knew where each partner was in the evolution of the work packages under his accountability (see appendix 1).

### ***I.2. Second step: Methodology***

#### *I.2.1. Selection of schools*

The first stage was to select schools based on five criteria. The school needed:

1. to be a part of the "French Community" (Communauté Française); i.e. located in Brussels or Wallonie ;
2. to be Catholic and Official;
3. to be coeducation and non mixed;
4. to be located in different cities, to affect different social environment ;
5. to have already created their own web site as this indicates a certain interest in Internet;

About 10 schools have been selected at the beginning, from the primary and/or secondary levels. We contacted them by phone to introduce and to explain the project before sending letters. First reactions were very good and generally the headmasters seemed enthusiasts to participate. We then had appointments with the head teachers or the resource person of the school to talk about the project and its feasibility and about the Internet policy in their school. Finally, 7 schools were chosen in Brussels (B) and in the Walloon area (W).

#### *Primary schools*

- o Ecole de Lauzelle, Louvain-la-Neuve (W)
- o Institut Sainte-Ursule, Namur (W)
- o Ecole de Malonne (W)

### *Secondary school*

- o Lycée Saint François de Sales, Charleroi (W)

### *Primary and secondary schools*

- o Institut de la Vierge Fidèle (B)
- o Athénée Royal " Maurice Carême" , Wavre (W)
- o Ecole de Gembloux, Gembloux (W)

### *I.2.2. Sample*

As explained above, when discussing with a headmaster during the test phase of the project, we realise that it will be difficult to work with children by age group: 5-8, 9-12, ... We then decided that we will stick to existing classes with children of the same age.

Moreover, at the very end of the project, due to the diversity of schools and the different possibilities of selecting classes within schools, we realise that we will have a methodological problem, at least in terms of comparison of schools, even if the objective of the project is mainly a qualitative one and that it does not intend to make comparisons. However, if we had settled for the possibilities offered to us by the headmasters, we would have had contact with children of 10 and 12 in a school, 6 and 7 years old in another, 10 and 17 in a 3<sup>rd</sup> one, which appeared problematic. We then chose to work with children who are in the 1<sup>st</sup> primary year (6 years old), 3<sup>rd</sup> (8 years old) and 6<sup>th</sup> (12 year old) for the primary level and children from the 1<sup>st</sup> secondary year (13 years old), 3<sup>rd</sup> (15 years old) and 6<sup>th</sup> (17 years old) for the secondary level.

Finally, we referred to the head teacher who chose teachers interested in the Internet.

The project had been initially planned for children from 6 to 17 years old. However, we realised that children of 6 and 7 years old were too young to assimilate and understand specific concepts of the Internet. Indeed, at these ages, the majority of children still confuse television, Internet, CD-ROMs and

computers. Moreover, they neither read nor write correctly yet. This is why we made them discover sites suited to their ages but without holding account of it for our study.

### *1.2.3. Parents authorisation*

At the beginning of the project, the UK team had written specific letters for parents authorisation. In Belgium, we didn't do the same. Parents were informed that their children would participate in the project and the results of the project would be presented to those who want. But some headmasters as well as members of the advisory board felt that it is not necessary to ask for specific authorisation as it gives too much importance or too much emphasis on the possible dangers of Internet which does not contribute to the parents confidence in Internet. Moreover, members from the advisory board made the analogy with other school activities, like swimming for instance, which can be dangerous too, and for which an authorization is not asked when children go to the swimming pool. If they are aware of the project, the parents, who do not want their children to participate in this project, would be allowed to let us know it.

We then decided to write a letter to parents explaining the project. This letter has been sent to headmasters but they did not necessarily forward it to parents. Some of these directors were more convinced of the necessity of diffusing information to parents than others (see appendix 2).

### *1.2.4. Practical organisation*

Initially, the project co-ordinator wanted us to begin our research in schools in April 2001, after the Easter holiday. In fact, this was impossible due to the reasonable time needed to contact schools (by phone, letters, ...), to meet with headmasters, to organise practical details and because most of the directors and teachers met wanted the project to begin in September. That is the reason why it had begun after the holiday.

Then, between 15 September 2001 and until 15 April 2002, Sophie De Keyser and Laurence Hennuy visited each class, in each selected school, every two weeks. We saw the children

five times during the project, four times between 15 September and 15 December 2001 and one time in March 2002.

### ***1.3. Third step: Results***

#### *1.3.1. Visits in schools*

As explained above, we met 5-6 times with the children. The work sessions were organised as follows :

- \* First session : presentation of Internet (with small children, reading of a children book : *Un copain sur Internet*), presentation of the project (general aim), discussion around security guidelines (the one made by Child Focus: *Surfsafe*<sup>1</sup>).

We have noticed that it is important to be very pragmatic when we want to explain the safety guidelines to children. If we only do a speech, the children don't assimilate the information, the rules.<sup>2</sup>

- \* Second session :

1<sup>st</sup> part : written brainstorming exercise with the children on five questions (see below in part : Questionnaires):

(Back to the University: analyse of the contents of the answers to the 4<sup>th</sup> question "What kind of web sites do you visit?", construction of the elements of the Repertory grid<sup>2</sup>).

2<sup>nd</sup> part: free (but "questioned") navigation on Internet. Children are allowed to go on the Web (no chat nor e-mail allowed) and show their favourite web sites and what they usually do.

- \* Third session :

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<sup>1</sup> See annex 1.

<sup>2</sup> See the 4.5 point

- with all the children of the class : quantitative survey on their use of the Internet

\* Fourth session :

- with all the children of the class : free surf on the Internet

\* Fifth session :

- In March, we went back to schools and explained the functioning of "the web rating application" and to show children the FKBKO site, <http://www.fkbko.net> (for kids by kids online). The children have to record, in the web rating application the addresses of the sites they visit and assess the site with the help of the criteria identified with the repertory grid method and during the observation in classes. Moreover, we have had a discussion with the children about their use of the Chat and about the dangers of the Chat.

### *1.3.2. Questionnaires*

In the first time, we studied the questionnaires sent by Rachel and we decided to create three questionnaires:

- The first one would have been more quantitative and would have been used two times, first at the beginning of the survey, with all the children of the classes involved and secondly at the end of the survey in order to observe specific differences during these 3-4 months;
- The second questionnaire would have been more qualitative and used with the four/five selected children that we would have seen every two weeks and with whom we would have discussed the details of their perception and their use of the Internet (what they like and unlike on the Internet, how they select sites,...);
- The third questionnaire was a discussion guide that we would have used with young children for whom we

thought that a questionnaire would be too difficult to answer (especially when they cannot write already). This interview guide has helped us to have semi-structured interviews.

Finally, we decided to make only one quantitative questionnaire (see appendix 3) and one qualitative questionnaire (see appendix 4). The quantitative questionnaire had almost the same questions but was formulated in a different way according to the age of the children (8-9 years old, 10-11 years old and 12-17 years old). The qualitative questionnaire or brainstorming exercise contained five open questions :

1. What do you think about Internet?
2. What do you do on the Internet?
3. Which words come to your mind when you talk about Internet?
4. What kind of web site do you visit? (information that will be used to build the elements of the repertory grid)
5. Could you tell a negative and a positive experience that you had on Internet?

The different questionnaires have been tested with some children, parents and teachers. The results were rather positive: the children that we saw were interested by the questions and by the project in general. All questionnaires were anonymous.

### *1.3.3. By school report*

We have done a report in French for each school, with their main results and findings. We thought that it was important to give them feedback. These reports explained the results obtained during the visits in the school on the basis of the quantitative and qualitative questionnaires. We have distributed these reports to the headmasters, teachers and parents (For example, see appendix 5).

## II. Deliverables expected from the Belgian team

The deliverable list given in annex 1 of the contract (p. 53) and recalled in the kick-off document (pp. 5-6) announced two deliverables for the Belgian team from T1 to T6. It also announced a deliverable in T9 as well as three deliverables in T12.

Deliverable number	Deliverable title	Due date	Date of delivery
D 1.1	1 <sup>st</sup> progress report  Responsible partner: <b>UCLAN</b> , with the collaboration of <b>NCTE, FUNDP/MAPI</b>	T6	T8
D 1.2	2 <sup>nd</sup> progress report  Responsible partner: <b>UCLAN</b> , with the collaboration of <b>NCTE, FUNDP/MAPI</b>	T12	T12
D 3.1	Develop scales to measure the criteria children employ when evaluating web sites.  Responsible partner: <b>MAPI-FUNDP</b>	T3  Announced for T13	T12  Reasons for delay explained in Progress Report No. 1
D 3.2	Database of 'Kewl' sites  Responsible partner : <b>MAPI-FUNDP</b>	T9	T12  Reasons for delay: necessity to finish visits in schools and to get information

			from the students
D 3.3	Comparison of rating initiatives Responsible partner : <b>MAPI-FUNDP</b>	T12	T12
D 3.4	Operationalise a voting system	T18	T14
D4.1	Database of good sites	T9	T18
D 4.3	Resource centre for parents Responsible partner: <b>UCLAN</b> for the English version, <b>FUNDP/MAPI</b> for the French version	T12	T12 for the French version
D 4.4	Report on results of discussion group	T18	T18

### ***II.1. Develop scales to measure the criteria children use when evaluating web sites (The Repertory Grid) – D.3.1 (see appendix 6)***

Within the workpackage 3 'Technical development no.2 - KEWL Site List - raising awareness of positive aspects of the Internet', the objectives were

To involve children in the process of compiling a list of good sites, i.e. sites that contain educational or positive recreational materials (see deliverable 3.2),

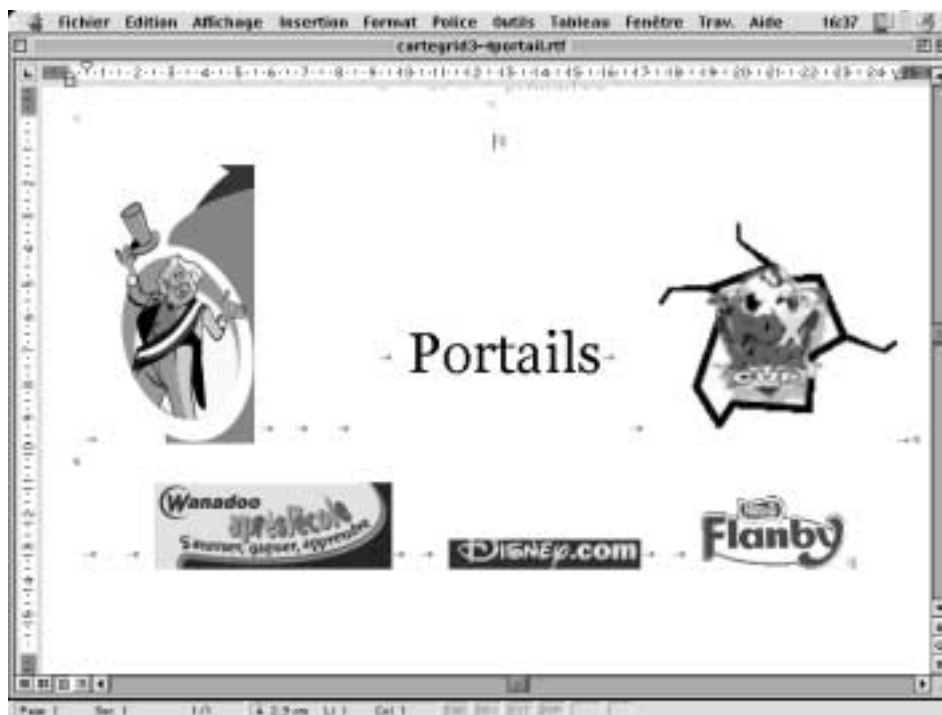
To develop the technical means that allow children to vote on a weekly basis for their favourite web sites (web rating application).

We have analyzed the contents of the answers to the 4<sup>th</sup> question of the qualitative questionnaire (What kind of web site do you visit? information used to build the elements of the repertory grid) in order to construct the database of 'kewl sites' that was expected (see deliverable 3.2) as well as the



elements of the Repertory grid (cf. appendix 3) in order to identify the criteria as expressed by children.

We have built different repertory grids given the age level. For younger children, 9-10 years old, we took the logos of the web sites to give them more concrete examples of what the categories were. The example below illustrates the category *Portails* (kids portals).



We then tried to test the repertory grid. This means that we went to schools with pre-constructed grids, 4 different ones for 4 age levels. We made triads with the 5 elements that constitute the columns of the repertory grids. We decided to restrict the number of elements to 5 because of the number of triads that this implies. Indeed, the aim is to make every possible combination of 3 elements (1,2 and 3; 1, 2 and 4; 1, 2 and 5; 2, 3 and 4, etc.). Having 5 elements means doing 10 triads.

We asked the participating children, separately, which two elements were close to each other and why and which one was "different" and why. After each possible combination, we asked them to rate each element on a 5-point scale and to explain the criteria that they took with their own words.

The example below shows a repertory grid completed by Arthur, 10 years old, from a school of Brussels.

### Repertory Grid : 5<sup>ème</sup> et 6<sup>ème</sup> Primaire

*Prénom* : Arthur

*Age* : 10 ans

*Date* : 15.11.01

*Ecole* : Institut de la Vierge Fidèle

	Jeux (Vidéo, ...)	Musique/ Chanteur	Portails/ Outils de Recherche	Chat/Mail	Sport	
drôle	x 5	x 5	1	3	2	exploration
chouette	5	x 5	3	x 5	1	Physique, personnage
drôle	x 5	x 5	3	5	1	embêtant
Documentation intéressant	1	1	x 5	3	x 5	embêtant
écrit	2	1	x 5	x 5	1	loisirs
Intéressant	3	2	x 5	x 5	1	action
action	x 5	5	1	1	x 5	documentation
amusant	x 5	5	1	1	x 5	Communiquer , parler
divertissant	1	x 5	5	x 5	1	ennuyeux
écrit, intéressant	1	1	x 5	x 5	1	images, divertissant

The first thing to observe is that Arthur did not necessarily give an adjective in order to qualify a category of

web site. He also gave verbs like *communiquer*, *parler* (to communicate, to speak) or information about the content (images). The following table indicates the explanation given by Arthur on the different adjectives and names of his repertory grid.

<i>Termes utilisés/ terms used</i>	<i>Définitions/definitions</i>
<i>drôle/funny</i>	= <i>amusant</i> (funny), <i>juste rire</i> (just laughing)
<i>intéressant/ interesting</i>	= <i>on apprend</i> = <i>l'apprentissage</i> (learning)
<i>divertissant/ diverting</i>	= <i>reposant</i> (calming)
<i>ennuyeux/boring</i>	= <i>sans intérêt</i> (without interest)
<i>amusant/funny</i>	= <i>rigolo</i> (funny), <i>on est content, bien</i> (we are happy, fine)
<i>chouette/great</i>	= <i>amusant</i> (amusing)
<i>embêtant/ annoying</i>	= <i>embêtant</i> (annoying)
<i>loisirs/ entertainment</i>	= <i>sans intérêt</i> (without interest)
<i>action/ action</i>	<i>ça bouge</i> (it's moving)
<i>communiquer/to communicate</i>	<i>parler</i> (to speak)

--	--

We soon discovered that children, who have been chosen on the basis of their 'relatively' good knowledge of the Internet, were not able to do the exercise. The explanatory factors of this inability could be:

Their knowledge of the Internet was not deep and large enough. They knew some of the categories that we had proposed and some examples of web sites within these categories but they did not know all the categories. It is thus very difficult to compare things that they do not know.

The categories, even if they were based on lists and types of web sites given by children, were adult constructions, too abstract for them (even if some examples were given). Another problem is that the objective of the repertory grid, which was to be completely children centred with no adult measure imposed, has not been reached due to this adult intervention in the definition of categories.

The elements were based on categories of web sites. This does not seem to be relevant because if it is very difficult to assess and give the criteria that defines categories in general. What can someone, being an adult or a child, say about web sites of sport or of music? Some are good and interesting, some are stupid and bad. It is very difficult to give general and average criteria. Children were not able to do that.

The exercise, with all possible combinations, which means 10 of 5 elements, was too long.

More basically, the vocabulary used by children was very limited (*super, bien* - good, *pas bien* - not good). Moreover, when the experimenter, after having tried but unsuccessfully to let them speak by themselves, gave them examples of criteria, they took the given example without trying to use their own words.

Due to the problems related to the use of the repertory grids in schools, we had decided to make free but "questioned" surf on the web with children. This means that we let them surf on the Net and, when they seemed to like or to dislike a web site, we made them speak about it. We took note of the words,

adjectives that came from their explanations and we will use these words to fill in the web rating application. We had a look at children's web sites and noted the vocabulary used. We also had the words that were obtained during the test of the repertory grid:

- a. Positive words or words with a positive connotation:  
super, *chouette* (great), *bien* (good), *super bien* (super good), *beau* (nice), *drôle* (funny), *intéressant* (interesting);
- b. Negative words: *pas pratique* (not practical), *lent* (slow), *embêtant* (annoying), *ennuyeux* (boring).

## ***II.2. Construction of the database of the "Kewl" sites list – D.3.2 (see appendix 7)***

During the visits in schools, students were asked about their favourite web sites. Their answers to this question have been put in Deliverable 3.2 *Database of kewl sites* (See appendix 2) with a distinction following the age of respondents :

- 9-10 years old (91 children met)
- 11-12 years old (131 children met)
- 12-14 years old (122 children met)
- 16-17 years old (31 children met)

Web sites have then been rated on basis of their language (mainly French and English) and their domain name (mainly .be, .fr and .com).

Based on the database, categories of web sites have been constructed, as basic elements of the repertory grid method to be used with students to identify the criteria that they employ when evaluating web sites. The different steps followed, as well as the difficulties of using this repertory grid with students, are explained in the point below.

## ***II.3. Comparison of Rating initiatives – D.3.3. (see appendix 8)***

This task's objective was to compare criteria used in existing rating initiatives with criteria used by children. In fact, it quickly appeared that these criteria were not of the same kind and of the same level. In existing labels, made by adults, criteria helps to describe potential dangerous content or content perceived as dangerous by adults (sex, violence, nudity, ...) while criteria used by children qualify a web site (good, bad, interesting, ...), sometimes without referring to its exact content. However, FUNDP/MAPI finds interesting to precise, in a deliverable that will be available in January 2002, the functioning of existing rating, and especially ICRA, and the criteria used in these labels. In order to do that, we actively co-operated with the 3W3S project of the IAP program. Contacts have also been made with ICRA and with CISA, especially with Ann Davison regarding the recent report (28 Nov. 2001) published by the European Economic and Social Council<sup>3</sup>. Apart from this explanation of rating, existing surveys on the use of Internet by young people have been analysed in order to get more information about what young people perceived as dangerous on the Net. The questionnaires made in Belgian schools also provided interesting information on this aspect. Finally, the web sites of the database of "kewl" sites have been checked to see if they were labelled or not. The results were very poor. Only 6 web sites out of almost 110 were labelled.

All these results are presented in the D3.3 deliverable.

#### ***II.4. Operationalise a voting system – D.3.4.***

On the ONCE and FKBKO web sites, we have installed a "web rating application". The English team has created the programme with their webmaster and we have tested the application during the last workshop with children who participated in the project. As a consequence, we have done some recommendations to the English team. For example: give children and teenagers the chance to choose for male, female or mixed for the rating of the sex.

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<sup>3</sup> Comité économique et social - TEN/078 "Protection de l'enfance Internet (2001), *A VI S du Comité économique et social sur "Un programme pour la protection de l'enfance sur Internet"* (supplément d'avis), Bruxelles, le 28 novembre 2001.

### ***II.5. Parent's database of good sites – D.4.1. (see appendix 9)***

In April, we have organised evening meetings in schools with parents, only the parents of children who have participated in the survey, headmasters and teachers.

We have organized those meetings with each headmaster. A letter was sent to the parents to invite them at the meeting<sup>4</sup>. The parents had to return it with an answer stub. Thanks to this solution, we were able to know how many parents would be present during the meeting. Moreover, in this letter, we have asked parents to think about some web sites that they could recommend to their children.

During those meetings, we have explained, with some slides, the project and the main results. We have also presented the resource centre on the ONCE web site as well as the FKBKO web site (French version). Then, we have chaired a debate about the results and about the education of their children and the parents could ask questions.

Unfortunately, these meetings were not a great success. There were few parents present.

We think that different reasons explain this lack of participation on behalf of the parents :

1. The first one is probably the lack of interest. We feel that the Internet does not take part of their everyday life. A lot of parents don't use much or not at all the Internet.
2. We think that a lot of parents don't have an Internet access nor a computer at home as it is very expensive.
3. The following reason is perhaps that the parents aren't aware of the danger of the Internet. They don't know about the different possibilities that the Internet provides and the dangers of the Internet for their kids.
4. Moreover, we think that once the children are at school, the parents don't make them aware of their responsibilities. It is the school that has to take care of their children.

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<sup>4</sup> See annex 1.

5. The parents work and don't have any time to care for their children in the evening. They prefer to stay at home with their children.
6. At least, in some schools, there was a problem of coordination...

FUNDP/MAPI has developed a French-speaking resource centre for teachers and parents available on the ONCE website (<http://www.theonceproject.com/be/cdr.asp>) and divided it into five parts:

- Internet resources: this part lists web sites that help parents and teachers to better understand how Internet works;
- Safety guidelines: web sites that explain the most current safety guidelines for children are provided;
- Filtering: some sites explain the different filtering systems existing on the Internet;
- Educational sites: this part lists web sites that help parents and teachers to educate their children about Internet;
- Hotlines: a list of existing hotlines in French-speaking countries and other countries is provided.

The resource centre is not a pure list of web sites. We explain why we have selected these web sites, who has created them and what they contain.

#### ***II.6. Report on results of discussion group– D.4.4 (see appendix 9)***

Since June 2001, a Discussion Forum is working on the English version of the ONCE web site. But unfortunately, no messages were received.

Since April 2002, we have also created a Discussion Forum on the French version of the [www.theonceproject.net](http://www.theonceproject.net) site. Unfortunately, no messages were received. The European press conference (27<sup>th</sup> June 2002) will probably advertise the ONCE site and make it more popular for parents. We are waiting for this discussion forum to give the opportunity to parents to



have their questions answered. The problem is to maintain the ONCE site after the end of the contract. We want the discussion forum to be self-sufficient (parents talking with other parents without our help).

### **III. Promotion**

#### ***III.1. Web sites***

##### ***III.1.1. ONCE web site***

The ONCE web site, [www.theonceproject.com](http://www.theonceproject.com), is one of the main tools for dissemination. It has an UK, Eire and Greek part and a Belgian one (in fact, a French-speaking one).

The Belgian team has provided the French-speaking part (<http://www.theonceproject.com/be/once.asp>) which contains:

- Presentation of the project: objectives, financing, partnership,...
- Advisory board: composition of the committee, dates of the meetings and reports
- Collaboration: with the other IAP projects in Belgium (Cisa, Educaunet, 3W3S), with Belgian organisations interested in the 'Internet and Children' problematic (Child Focus, *Délégué Général aux Droits de l'Enfant*, ...)
- MAPI: explanation about the organisation
- Selected schools
- Resource centre for parents and teachers (see above Deliverables)
- Publications and reports: regarding the project (reports, articles, ...) and the problematic in general
- Contact
- Discussion group : We have created a discussion group to allow parents and teachers to discuss the difficulties that they encounter or to have debates on the theme of children's education of the Internet.

"Bienvenue sur le forum de discussion du projet ONCE destiné aux parents. Ce forum vous permettra de communiquer entre parents concernés par l'utilisation d'Internet de vos enfants et de vous aider mutuellement. Il est important que vous remplissiez TOUTES les cases quand vous postez un message. Si vous ne désirez pas entrer votre nom, vous avez la possibilité d'entrer un autre terme (par exemple, le projet ONCE). Il est important que toutes les cases soient remplies pour que le programme puisse fonctionner".

### Forum de Discussion

✚ [sites pour jeunes](#) par **Alexia** ('Alexia') Lundi 29 Avril 2002 (1 réponse)

[Re: sites pour jeunes](#) par **Raymond de La Faille** ('Raymond') Mardi 30 Avril 2002 (Sans réponse)

✚ [Moteur de recherche](#) par **Jeannine** ('Jeannine') Lundi 29 Avril 2002 (1 réponse)

[Re: Moteur de recherche](#) par **Jean-Jacques** ('Jean-Jacques') Lundi, 29 Avril 2002 (Sans réponse)

Envoyer un nouveau message

Recherche

[Forum de Discussion archive.](#) "

- The "web rating application" : We have decided to put on the ONCE web site a "web rating application". The parents and teachers can exchange and know the new "good" web sites intended to their children.

### Soumettez des Sites

Nous utilisons cette rubrique pour composer la base de données de sites cool. Nous avons besoin de vous pour nous donner votre avis sur les sites que vous visitez.

#### Instructions

1. Pour soumettre un site ou donner votre avis, ouvrez la rubrique " Soumettez des Sites " et donnez votre avis!

## Ouvrir la fenêtre Soumettez des Sites

- The "Kewl" sites : Thanks to the "web rating application", a list of "good" sites was automatically created.

### **"Les Sites Kewl"**

Example of "kewl" sites :

"Les sites suivants ont été nommés les plus cool par les parents des enfants lesquels ont participé au projet.

- [TFOU le site des enfants de TF1.fr](#)
- [JeuxVideo.com](#)
- [Indexplorian](#)
- [KidCity](#)
- [Loft Story](#)
- [Mine.be](#)
- [MCM On Line - Le web musique ciné glisse de l'E-generation](#)
- [Le Google](#)
- [PetitMonde : Le portail de la famille et de l'enfance](#)
- [Football365"](#)

### *III.1.2. FKBKO web sites*

Another web site has been designed especially for kids: <http://www.fkbko.net> (For Kids By kids On-line). This site has been created by the English team and we have realised the translation in French.

The FKBKO web site is divided in two parts:

The first one consists in teaching children to play "cyberdetectives". Four subjects are tackled:

1. e-mail : This part explains children what is an e-mail, how to find the identity of an e-mail sender,...
2. chat : This part explains which "Chat" software to use, how to save a conversation,... There is also a conversation between a brother and a sister. The brother explains to his sister to safely surf on the Internet.
3. virus : In this section , there are some explanations about viruses.
4. bfriend : In this subject, some "cyber tricks" are proposed to children to surf safely on the Internet (Bookmarks, browser, search engine,...).

The second part of the FKBKO web site allows children to vote for visited sites. Children and teenagers can use the "web rating application" in order to vote for the sites that they are going to visit. They have to select the sex, the age and the rating (for example in French: bien, chouette, super, cool, intéressant...). These votes allow building the "Top 10". Children and teenagers can visit this "Top 10" to have some new addresses and ideas of web sites.

### ***III.2. Media strategy / press conference***

We have organised a press conference with the partners of the project. We would have liked to organise on the same day a press conference in the four countries (England, Ireland, Greece and Belgium). But unfortunately, it was impossible because we preferred to organize this press conference before summer holiday. The Belgian children are finishing school at the end of June and during the summer a lot of young people, parents and teachers are gone on holiday. Consequently, the target public is not present. Moreover, all the children's TV shows stop in July and August. Therefore, the Belgian team has organised the press conference the 27<sup>th</sup> June 2002 and the others partners have organized it on the 18<sup>th</sup> July 2002.

We have realized the press conference with a sixth year primary school in Brussels, "l'Institut de la Vierge Fidèle", that was involved in the ONCE project. Beforehand, we asked

the authorization of children's parents to participate in the press conference (see appendix 10).

During the launch, the mascot of the FKBKO web site is taken out of the computer in order to speak with children and to explain them how to visit the web site. The Irish team had seen to the realisation of the character's costume. Each team had the same costume with the colours of its country.

During this press conference, we have launched the FKBKO web site, the ONCE web site and distributed four booklets intended for the children. Furthermore, we have presented the framework and the objectives of the project. Finally, we have explained the results achieved in schools.

We have also invited our advisory board and done some links with other IAP projects (Educaunet, Child focus) in order to have a coherent message, regarding the IAP programme in general and the different approaches chosen in the projects and how they contribute to the development of a safer Internet.

Our launch has been a great success. A lot of journalists were present and other have asked for a press file.

The consequences of media coverage (See appendix 10):

- On 27<sup>th</sup> June : at noon and in the evening, we were on **television** during the news. Moreover, at noon and in the evening, we were broadcasted twice on **the radio** (Nostalgie) during the news. Finally, there are a lot of articles in the newspapers ("Le Soir", "La libre Belgique", "Vers l'avenir", "La Dernière Heure", "Metro", "Le Quotidien de Namur..."). We have been in the front page of one of the most read and important Belgian Newspaper ("Le Soir").
- Weekly magazines : In July, there has been an article in a society magazine called "Le Vif l'express".
- In September and in October: one children's TV show "Big Palou" asked us to present to the children the FKBKO web site and to explain them the safety guidelines. Moreover, the "Niouzz", a news emission for children, would like us to present the web site.

- Conference: In November 2002, we will give a lecture on the education of young people on the Internet with some parents.

### **III.3. Booklets**

The English team created four booklets for children. Each booklet resumes four different subjects: the e-mail, the Chat, "bfriend the web" and about the virus. We have translated them into French.

### **III.4. Promotional material**

We have produced promotional material (2 kinds of pencils, T-shirts, key rings and mouse pads) to advertise the URL of the FKBKO web site. They have been gave out between the participating schools and also members of the advisory board.

## **IV. Collaboration**

### **IV.1. Advisory Board**

The Belgian advisory board includes some specialists in childhood, family, education and Internet : a psychiatrist for children, Childfocus - the European Centre for Missing and Exploited Children, the official French-speaking delegate for Children (*le Délégué aux Droits de l'Enfant*), the Federal Computer Crime Unit, an association for defense of family rights (*La Ligue des Familles*), the Belgian Internet Service Provider Association (ISPA), a parent association (UFAPEC), a consumer's association (*Test Achats*), a media education centre (*Média Animation*), ...<sup>5</sup>

The first meeting took place in Namur on June 25<sup>th</sup> 2001. During this meeting, we have presented the objectives of the project and we have asked questions about the feasibility of the project in schools.

At the beginning of January 2002, a long letter has been sent to the members of the board to inform them of the progresses made in the project.

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<sup>5</sup> See annex 2 .

The second meeting took place in Namur on April 9<sup>th</sup> 2002. We have explained them the methodology used to choose the schools, the classes and during the sessions. We have presented them the three deliverables already done and the results obtained in schools. They were not surprised by the results.

The third meeting has been organised in Dublin, on 21<sup>th</sup>, 22<sup>th</sup> and 23<sup>th</sup> June with the advisory board of four partners. This meeting aimed to bring together childhood specialists and to explain the results achieved in every country and to improve our reflection.

#### **IV.2. IAP Interproject cooperation**

WP8 of the ONCE project insisted on the importance of IAP interproject co-operation, following a demand from the Commission itself.

In the kick-off meeting document<sup>6</sup> of the ONCE project (made for the meeting of January 25<sup>th</sup>), it is specified that co-operation must be made with filtering and rating projects in order to have access to current information that helps parents educate their children about on-line safety. This means co-operation with projects of the IAP program concerned with the awareness as well as the filtering of action lines.

Apart from MAPI and the University of Namur involved in ONCE, other Belgian organisations are implied in the IAP programme:

- *Child Focus*, involved in INHOPE, has created a national hotline ;
- *Media Animation*, a French-speaking media education centre, involved in EDUCAUNET which intends to build tools in order to educate parents and teachers to on-line safety and to a critical use of the Internet ;
- CITA, an interdisciplinary research centre from the University of Namur, very close to MAPI, which is involved in 3W3S, a rating and filtering project ;

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<sup>6</sup> Agenda for ONCE project kick-off meeting, 23/01/01.

- *Test Achats*, the Belgian consumer association, involved in CISA, a project aiming at testing existing filtering and rating applications.

All these organisations and people (or their representatives) are part of our advisory board in order to improve the exchange of information and to avoid any duplication of efforts or initiatives. Sophie De Keyser is also part of the Belgian EDUCAUNET advisory board and Child Focus advisory board. There is an intensive and effective exchange of information between *Media Animation* and MAPI.

#### ***IV.3. Participation to ONCE meetings and other conferences***

The Belgian team took part in different meetings and conferences from January to June 2001.

##### *January 2001*

- 25 : Kick-off meeting of the ONCE project, Luxembourg : Jacques Berleur  
(director of the research in Namur), Sophie De Keyser (researcher), Béatrice van Bastelaer (coordinator of the research)
- 26 : IAP Meeting, European Commission, Luxembourg : Jacques Berleur, Sophie De Keyser, Béatrice van Bastelaer

##### *February 2001*

- 15 : IAP Meeting about filters, European Commission, Brussels : Sophie De Keyser

##### *March 2001*

- 22-23 : Net-Enforce meeting<sup>7</sup>, Glasgow : Sophie De Keyser

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<sup>7</sup> <http://www.net-enforce.net/Public/News&Events.htm>



*April 2001*

- 4 : UK advisory board meeting, Preston : Sophie De Keyser

*July 2001*

- 4 : Meeting with Rachel O' Connell at the Brussels Airport :  
Béatrice van

Bastelaer and Sophie De Keyser

*November 2001*

- 29-30 : Meeting in Dublin with the Irish researcher, Sinead Thornton, and observation of her activities in the Irish schools : Laurence Hennuy and Virginie Samyn

*January 2002*

- 17-18-19 : Meeting in Greece with all partners of the project : Sophie De Keyser

*February 2002*

- 28 : Meeting with Rachel O'Connell at the University of Namur : Jacques Berleur, Béatrice van Bastelaer, Laurence Hennuy and Sophie De Keyser

*April 2002*

- 16-17 : Review meeting in Luxemburg : Sophie De Keyser and Laurence Hennuy

June 2002

- 20 : Press conference Hotline Child Focus in Brussels :  
Sophie De Keyser
- 21-22-23 : Meeting with all advisories board in Dublin :  
Michel Berhin (Média Animation) and Tom Van  
Renterghem (Child Focus), Sophie De Keyser and  
Laurence Hennuy
- 27 : Press conference and launch of the FKBKO web site in  
Belgium : Jacques Berleur, Sophie De Keyser and  
Laurence Hennuy

## **V. Cross cultural aspects**

### ***V.1. "Cyberécoles"***

For information about the "Cyberécoles" and the computer policy in Belgium, you can refer to the European study, "ICT@Europe.edu: Information and Communication Technology in European Education Systems" written by Eurydice, "Le réseau d'informations sur l'éducation en Europe"<sup>8</sup>. This study explains the different information networks about education in Europe.

### ***V.2. Filter policy in schools***

The filtering system of the schools is on the server of the CTI (Centre de Traitement de l'Information de la Communauté Française). The "French Community" is the administrative body that supervises the educational system in the French part of Belgium.

During the installation of the "cyberécoles", the schools could choose the Internet provider they were going to use. If they choose the server of the French community, the filter was already installed. But they could also opt for a private provider. In this case, there was no filter foreseen. The head teacher had to install a filter himself.

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<sup>8</sup> Voir le site :

[http://www.eurydice.org/Doc\\_intermediaires/descriptions/en/thematic%20reports/ICT/FrameSet.htm](http://www.eurydice.org/Doc_intermediaires/descriptions/en/thematic%20reports/ICT/FrameSet.htm)

The filtering system is American and is called "X-Stop". This system works with a "Black list" system program that allows blocking of web sites. This list contains a lot of web sites that are classified under different categories (pornography, violence, alcohol...). Moreover, the French community has created a "white list" which blocks all content of the Internet except for specially selected web sites.

### **V.3. Legal aspect**

In Belgium, the Copyright Law has been created on the 30th of June 1994 and published in the "Moniteur Belge" the 27th July 1994.

#### **The author**

The first important thing is to know who is considered an author. The article 6 of the law of 30th June 1994 explains who is an author :

"Le titulaire originaire du droit d'auteur est la personne physique qui a créé l'oeuvre. Est présumé auteur, sauf preuve contraire, quiconque apparaît comme tel sur l'oeuvre, du fait de la mention de son nom ou d'un sigle permettant de l'identifier.

L'éditeur d'un ouvrage anonyme ou pseudonyme est réputé, à l'égard des tiers, en être l'auteur."

However, the author can yield his right to an organization.

Article 3 : "Les droits patrimoniaux sont mobiliers, cessibles et transmissibles, en tout ou en partie, conformément aux règles de Code civil."

#### **The principle of the law**

The second idea is to know the principle of the law. The author has the right to reproduce and to allow the reproduction of his work. There are 2 kinds of right, "patrimonial" and "moral".

Article 1 of the same law:

"§1 L'auteur d'une oeuvre littéraire ou artistique a seul le droit de la reproduire ou d'en autoriser la reproduction, de quelque manière et sous quelque forme que ce soit.

Ce droit comporte notamment le droit exclusif d'en autoriser l'adaptation ou la traduction.

Ce droit comprend également le droit exclusif d'en autoriser la location ou le prêt.

L'auteur d'une oeuvre littéraire ou artistique a seul le droit de la communiquer au public par un procédé quelconque.

§2 L'auteur d'une oeuvre littéraire ou artistique jouit sur celle-ci d'un droit moral inaliénable.

La renonciation globale à l'exercice futur de ce droit est nulle.

Celui-ci comporte le droit de divulguer l'oeuvre.

Les oeuvres non divulguées sont insaisissables.

L'auteur a le droit de revendiquer ou de refuser la paternité de l'oeuvre."

#### **The lenght of the right**

The lenght of this "Copyright Law" lasts for 70 years after the death of the author.

Artcile 2:

"Le droit d'auteur se prolonge pendant septante ans après le décès de l'auteur au profit de la personne qu'il a désignée à cet effet ou, à défaut, de ses héritiers."

#### **Text**

As regards the texts, the article 8 § 1 of the law of 30th of June 1994, prohibits the reproduction and free broadcast on a site of a speech, a lesson or a lecture.

There are some exceptions, the article 8 amphasizes:

"§1 Par oeuvre littéraire, on entend les écrite de tout genre, ainsi que les leçons, conférences, discours, sermons ou toute autre manifestation orale de la pensée.

Les discours prononcés dans les assemblées délibérantes, dans les audiences publiques des juridictions ou dans les réunions politiques, peuvent être librement reproduits ou communiqués au public, mais à l'auteur seul appartient le droit de les tirer à part.

§2 Les actes officiels de l'autorité ne donnent pas lieu au droit d'auteur".

## Persons

As far as the persons, the article 10 of the law of 30th June 1994 says:

"Ni l'auteur, ni le propriétaire d'un portrait n'a le droit de le reproduire ou de le communiquer au public sans l'assentiment de la personne représentée ou de ses ayants droit pendant vingt ans à partir de son décès".

It means that the broadcast and the reproduction of a person's photography via the Internet is only possible with the person's autorisation and if she/he knows exactly the context in which is going to be used.

## Pictures and objects

As regards pictures or objects, in general, all human creations (for example: paintings, a logo, a drawing, a sculpture,...) may be protected by the "Copyright Law".

## Europe

On the 22th of May 2001, the European Parliament and the Council of Europe have adopted a directive in order to harmonize some parts of the Copyright Law in Europe. Belgium has to transpose this directive in its legislation before 22th December 2002.

### V.4. Awareness action in Belgium

In Belgium, there are four projects that deal with awareness actions of the Internet:

1. "Cyberécoles": see above
2. "Zou.be": Since September 2002, the minister of Culture of the French Community offers to every pupil of the primary section his / her own electronic mailbox with a personal address. This e-mail address is free and is provided on their web site (<http://www.zou.be>).
3. *Child Focus*: On March 2000, Child Focus has published a poster containing seven security guidelines<sup>9</sup>.

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<sup>9</sup> see : <http://www.childfocus.org>

1. I explain my parents what I am doing on the Internet
2. I don't give my name, address, phone number or my picture to someone I have met on the net, even if the other person asks for it.
3. My passwords are private and I don't give them to anyone.

4. *Educaunet*: "Educaunet project has been carried out by the Media-Animation association. Educaunet's goal is to finalise an educational strategy that helps children develop a responsible and autonomous attitude when they use the Internet. To this end, the project aims at creating an ensemble of educational tools, games, activities... as well as a training method for adults and teachers. The leitmotiv of Educaunet is to teach children and adolescents how to evaluate the content they find themselves and how to learn to use this media tool in a safer fashion. Moreover, Educaunet develops innovative and didactic tools and supports, intended for parents, teachers, and educators, which are based on the navigation customs of this young generation<sup>10</sup>."

#### ***V.5. Multilingual and multidisciplinary***

Very often, the major problem with European projects that involves different teams from different countries is linked to linguistic and cultural differences. We should also add another difference due to the background of the teams involved (consumer association, education centre, university teams with different disciplines: psychology, computer science, sociology of uses, ...).

In this project, these differences have influenced the way the project is managed and the way guidelines and results are understood by people. First, they will probably be different from country to country. Moreover, and on a more practical level, they will have to be available in different languages. Regarding the ONCE web site for instance, the Belgian team think that it is important to have a multilingual site, this means, for Belgium (at least the French-speaking part), to have

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4. If I want to meet in « real life » a person I know through the Internet I must first ask my parents about it.
  5. I stop any discussion if it makes me feel uneasy (through words or pictures) and I have to talk about it with my parents.
  6. I don't believe everything I see and learn on the Internet, I sceptical.
  7. While I'm using the Internet, I am always polite and do nothing that may hurt or disturb other people.

<sup>10</sup> see: <http://www.educaunet.be>

a site or a part of the ONCE project web site in French. It also implies that the FKBKO web site must be translated.

The cultural differences in terms of management, are seen on the different weight given to some aspects in UK in contrast with Belgium: necessity to contact official organisations (like Ministries or others) before contacting schools or need for parents authorisation for instance.

The main influence of discipline and background differences is seen on the methodological level: the UK team emphasized the psychological aspects as the Belgian team gave more importance to the use of sociology

## **VI. Results - Belgian children and teenagers use of the Internet**

The purpose of the research reported in this paper is to explore Belgian children's use of the Internet. This paper also explores a comparison between Belgian results and the English ones. The English results are based on the findings of the English team.<sup>11</sup>

These results come from 2 questionnaires (qualitative and quantitative) delivered to scholars during 2 of the 5 sessions made in schools.

### **VI.1. Use of the web**

In the 3rd and the 4th primary years, the results of the observations and answers to the questionnaires are contradictory. Indeed, according to our observations lots of children of this age (8-9 years old) discovered the Internet through the ONCE project. In other words, according to us, a small majority of children had already used the Internet. However, 82% of the children questioned in the questionnaires already have used the Internet.

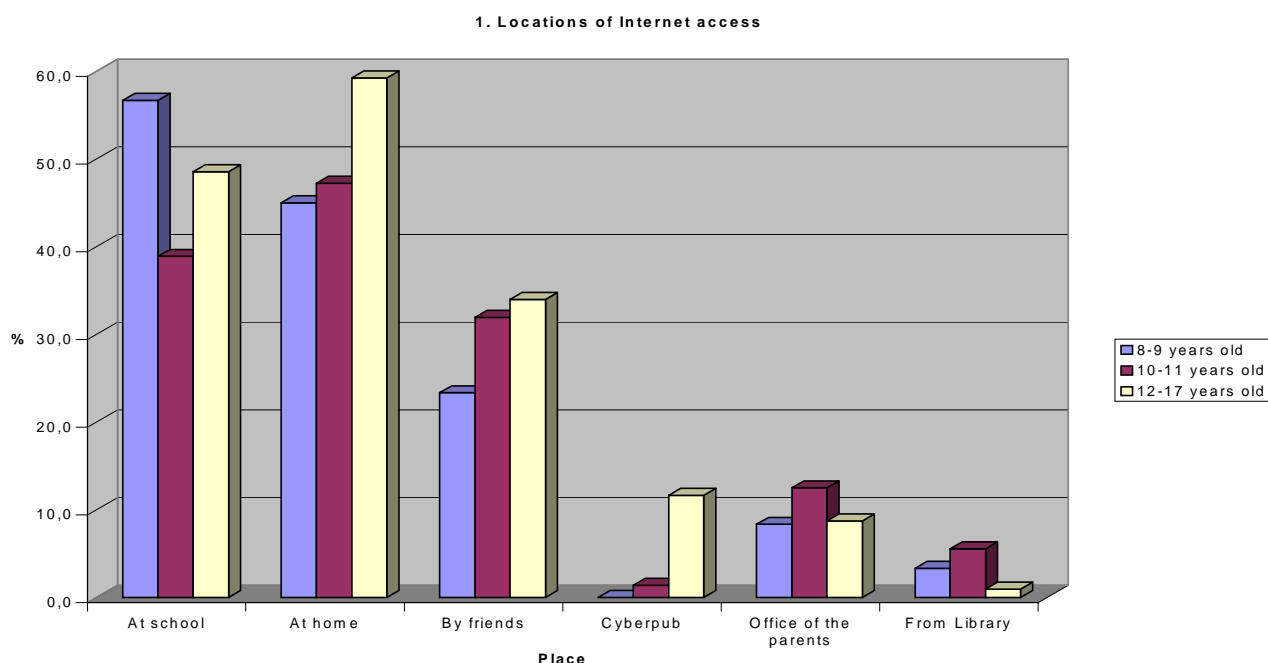
In the 5th and 6th primary years (10-11 years old), a majority of children (75%) already used the Internet. But that strongly varies from one school to another. Thus, in the

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<sup>11</sup> The ONCE project, Progress Report 2. "Children and teenagers use of the Internet : implications for Internet safety awareness campaigns." By Rachel O'Connell, Andreas Papageorgiou, Charlotte Barrow, Elaine Vaughan. Cyberspace Research Unit, university of Central Lancashire.

school of Lauzelle, the children must use the Internet at school (thus 100% of the children already used the Internet), what is not the case in the school of Gembloux (only 52% of the children had already used the Internet before our visits). In Gembloux, the children who use the Internet are those who have a computer with the Internet at home (37%). One can thus suppose that the social background and the quality of education define the aptitudes of the children in using the new technologies.

## VI.2. Locations of Internet access

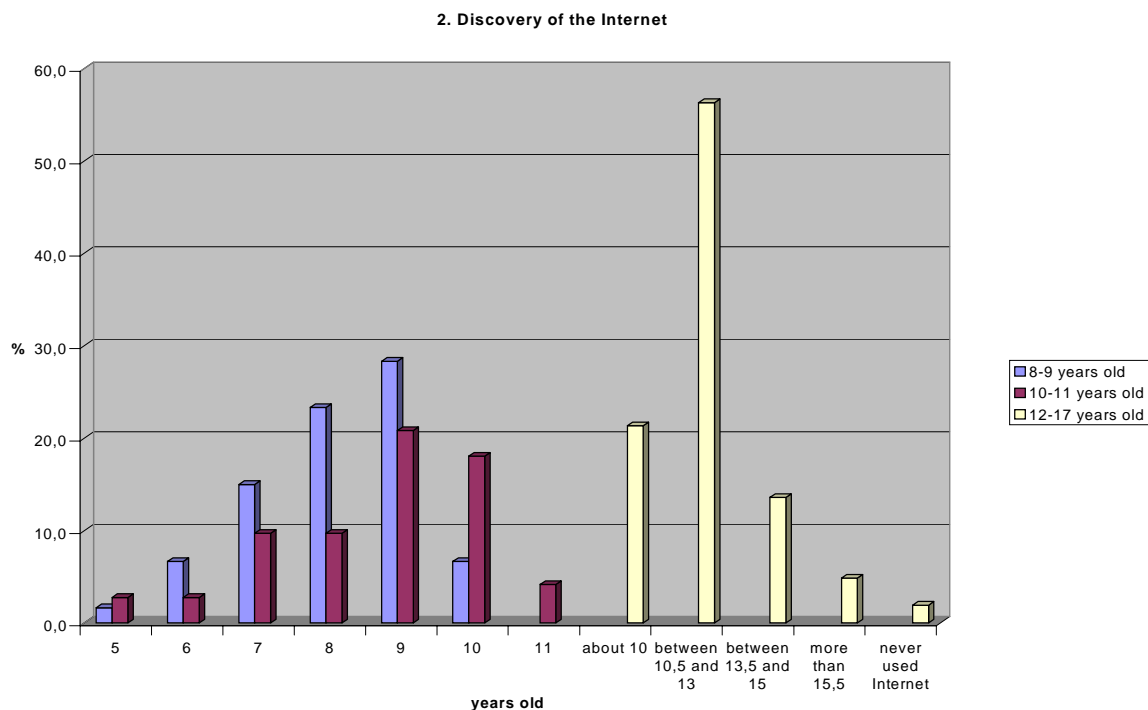


Pupils usually have a computer with Internet access at school or at home. (Gf 1). Internet is a new phenomenon. The younger people of the secondary school reported that they discovered the Internet two or three years ago. But the average age is between ten years and a half and thirteen years old, for a large majority of students of secondary school. A small number of pupils have never used the Internet.

In primary school, the children discover the computers and the Internet at the age of 9 or 10 years. In the 3rd and the 4th primary years, the children discover the Internet either at school (40%), or with their parents (33%). While in the 5th



and in the 6<sup>th</sup> primary years, they are informed of the use of the Internet mainly by their parents (37%) but also by their friends (22%) and their teachers at school (22%). They are curious about all and learn also much by themselves (19%).

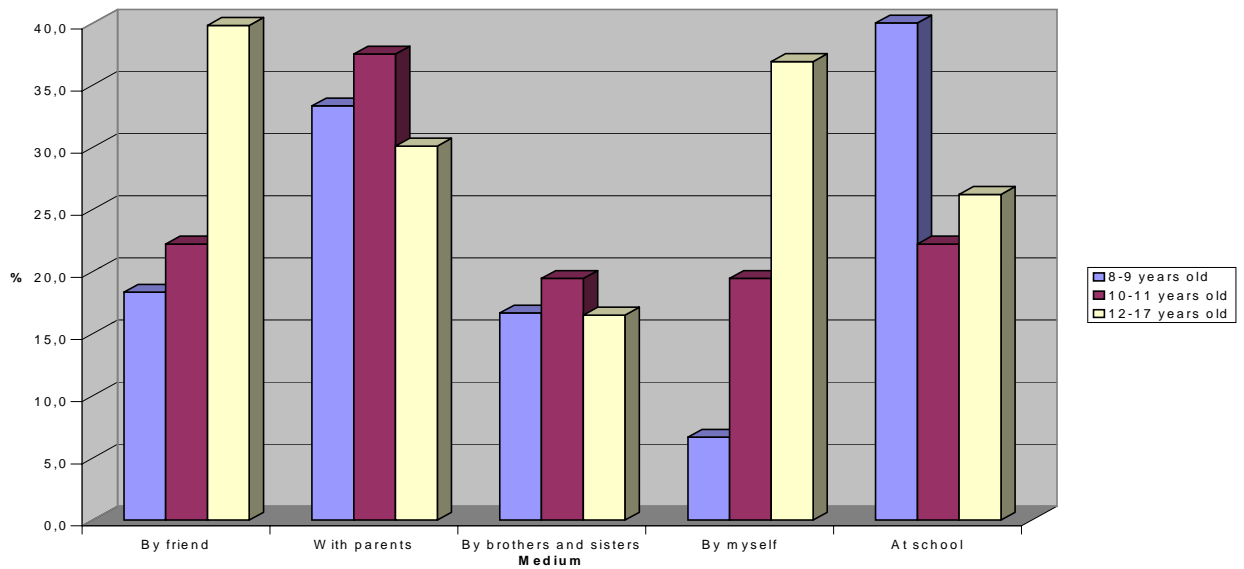


Children discover Internet around 9 while teenagers discover Internet between 10 and 13 . (Gf 2)

Seeing the spelling of the sites' names, we could guess that children of 8 years old usually access web sites with their parents or with an adult. We also observed that children use "bookmarks" to get connected. A lot of those children discovered the use of the Internet by the ONCE project.

Children of 8 years old discovered the use of Internet at school or with their parents while teenagers discovered the Internet by themselves or with their friends. (Gf 3)

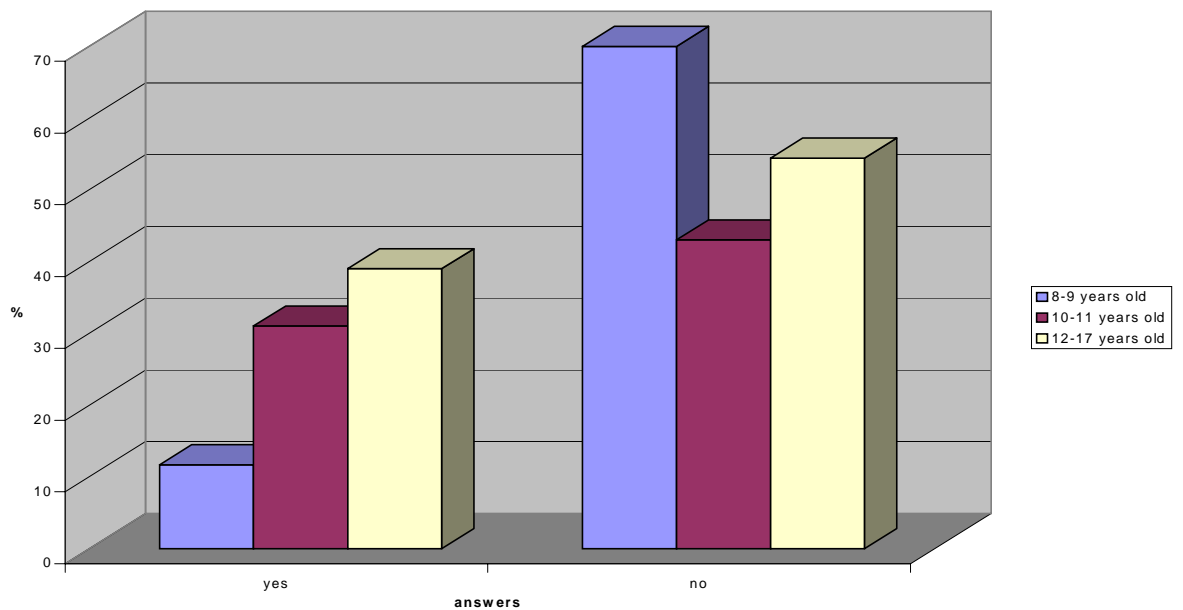
3. How do you learn to use the Internet ?



### VI.3. Access websites in foreign language

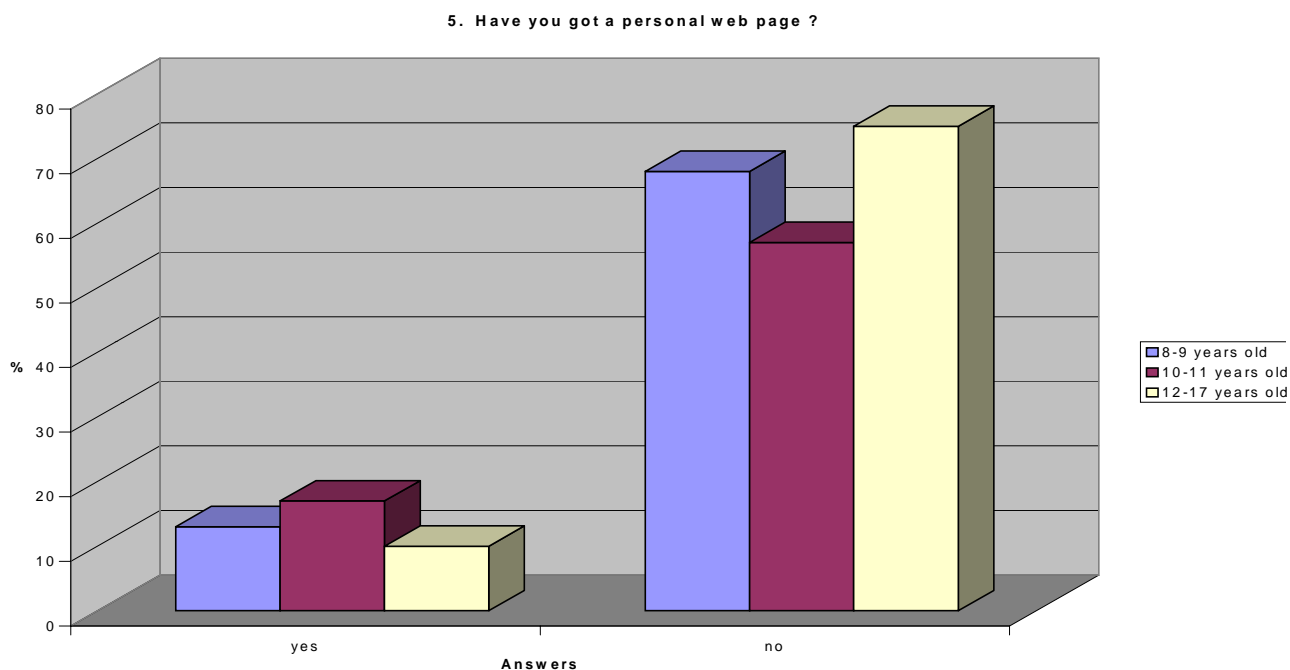
Children usually access French web sites (which is their native language) depending of their age or their language education. At ten years old, they begin to learn Dutch at school. They go to their favourite singer or actor web site, which is generally in English.

4. Sites in foreign language



#### VI.4. Personal web page

Most of the children and teenagers don't have their own web page. Those who said the contrary probably didn't understand the question because they were not able to give us their web page's address. (Gf 5)



#### VI.5. Purpose of the use of the Internet

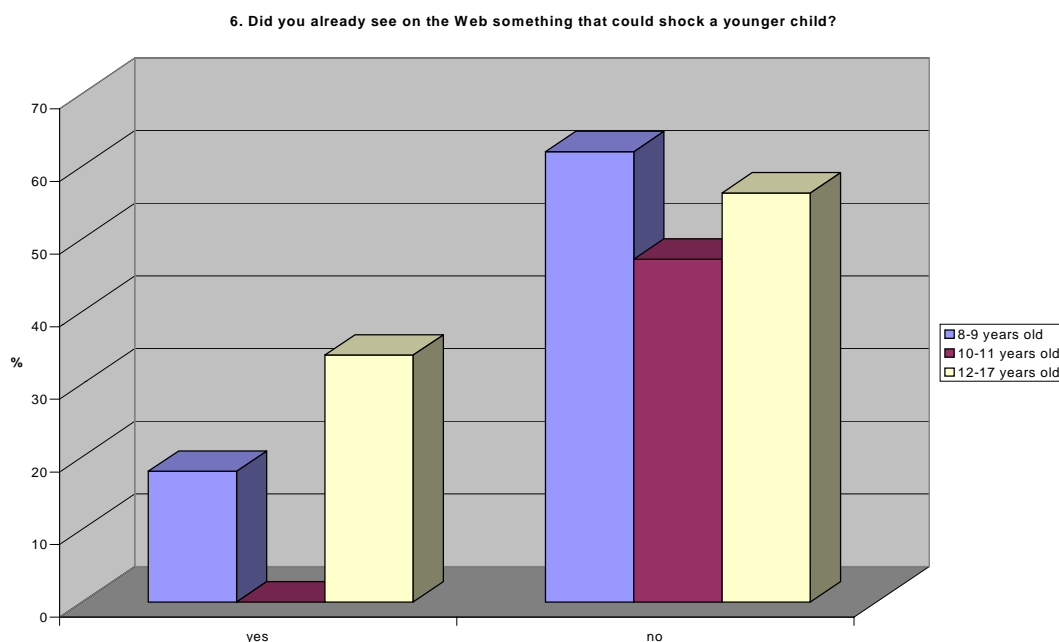
Both Belgian children and teenagers use the Internet to access gaming sites, to make research and to read jokes. 36% of children of 3rd and 4th primary years access sites related to their hobbies and interests. 38% of children reported that they use the Internet to access gaming and joking web sites. They perceive the Internet as a means of collecting information that cannot find elsewhere, e.g. in books . 27% of children also access sites randomly.

In England, overall 77% of children (between 6-16 years old) reported that they use the Internet to access gaming web sites, 51% access sites related to music and films and 44% also access sites related to their hobbies and interests. 44% of children access sites related to schoolwork and 25% selected shopping

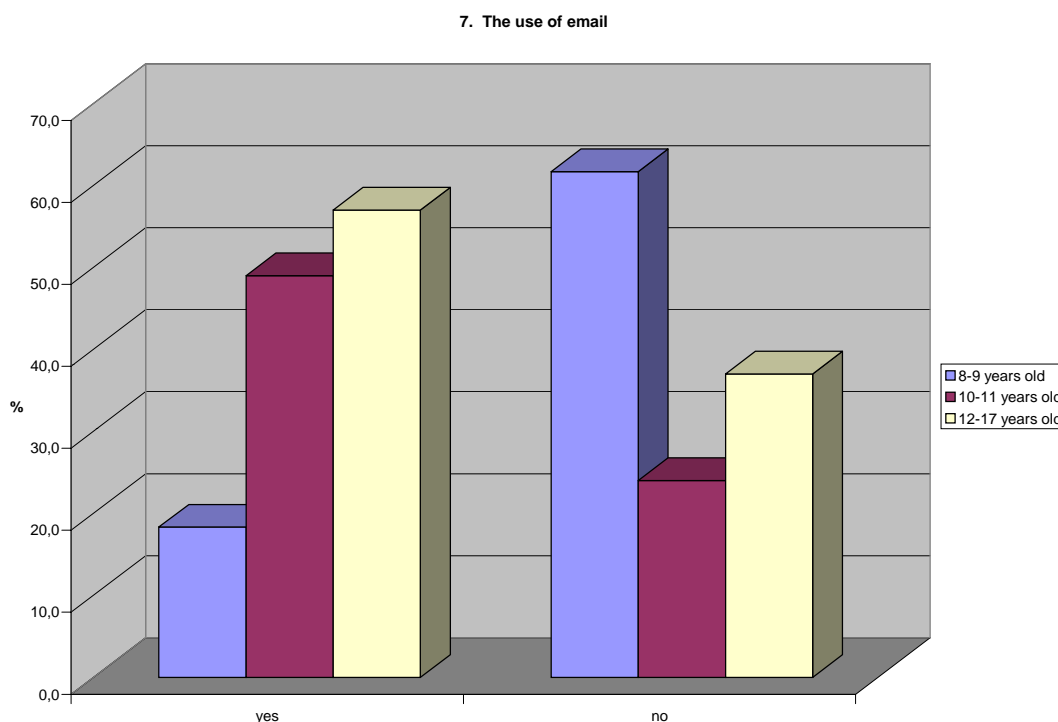
sites. 15% visit news related web sites and 9% access exam cheat sites.

In Belgium, it seems that parents or adults supervise their 8 year old children's on-line activities. Children were never scandalised by something they could see on the Net, whereas they are the youngest children. Some of the children of 10 years old were scandalised by pornographic sites. We had the case of a young girl who made a research for a homework about slaves and slavery and who found a pornographic site [www.esclavage.com](http://www.esclavage.com). Most of the teenagers were scandalised by the site [www.rotten.com](http://www.rotten.com). (Gf 6)

Children ignored the use of search engines. They are searching for web sites using random address sites.



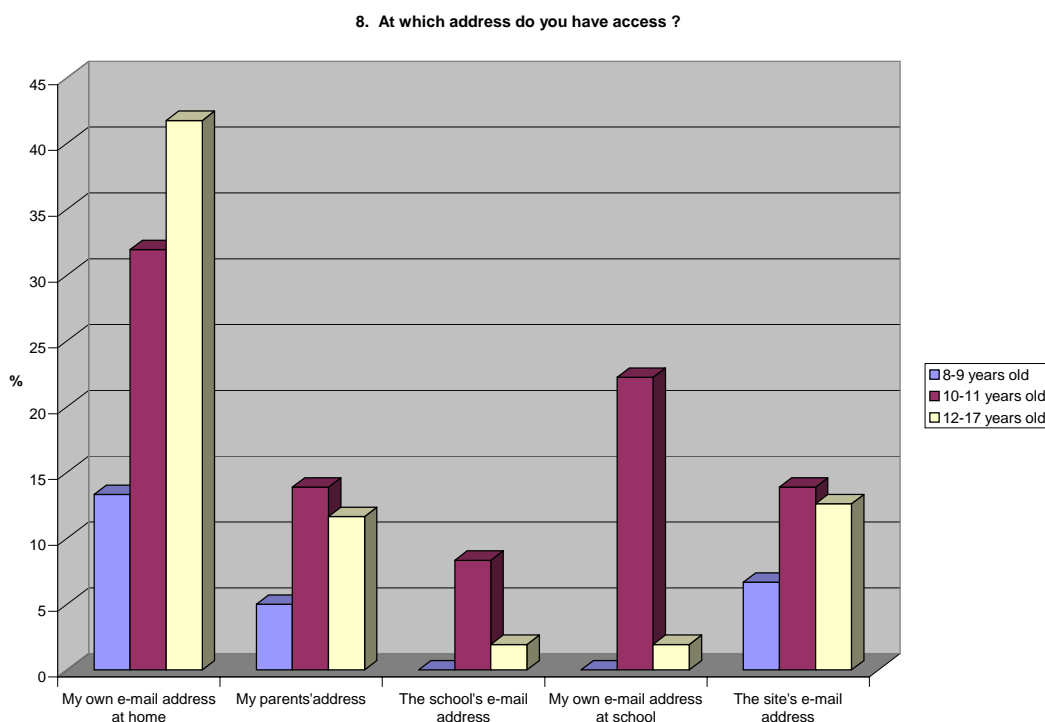
## VI.6. The use of e-mail



18% of 9 year old children use email. On the other hand 49% of children of 5th and 6th primary years use email (mainly at the school of Lauzelle). The use of email, in primary school, depends on schools. In Gembloux, only 24% of children use home-based computers to access email while 41% in Lauzelle. No child of Gembloux uses school based computers to access email while 47% of children of Lauzelle reported frequent use of school based computers to access email. They use email to talk to their friends (39%) and they use chat programs to speak with people only previously encountered in chat rooms (35%).

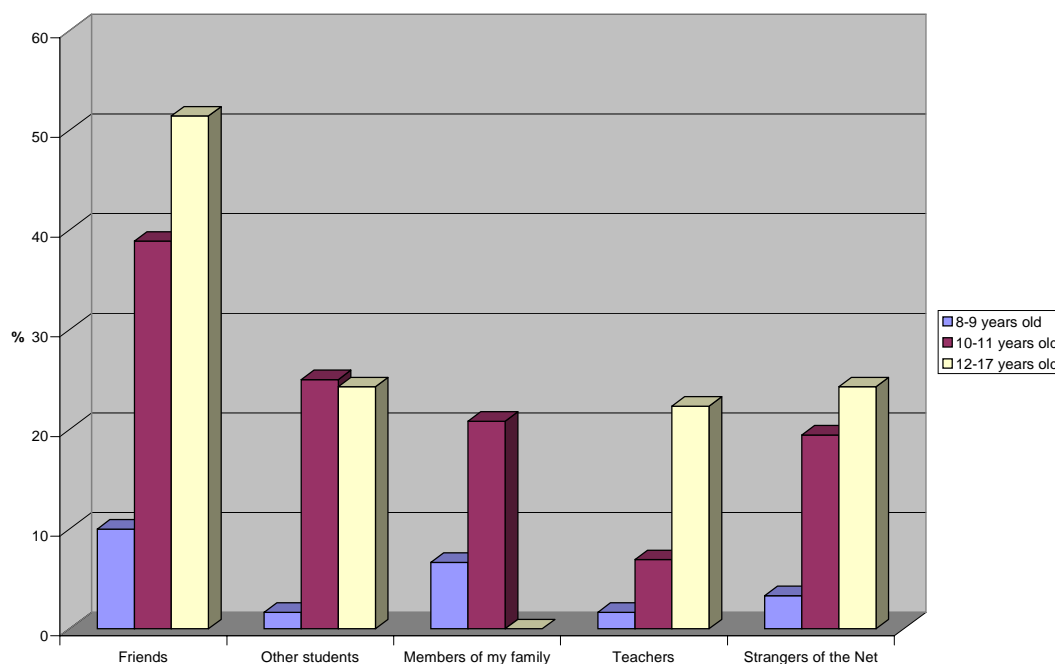
In secondary schools, the students use mainly email (57%). The students of Charleroi use it to a lesser extent (28% in Charleroi against 78% in the "Vierge Fidèle" school and 62% in Wavre). That is perhaps due to the fact that they are first-year students or that they have restricted access to

computers. In the two other schools, on the other hand, the majority of students lays out one or several personal email addresses at home, which is not the case in Charleroi (only 8% of the students of Charleroi have an electronic address at home).



The students in secondary school send emails mainly to their family (24%), to school friends (22%) and to other friends (51%) (and not to people they meet on-line like in chat rooms), to communicate, obtain useful information for homework or to discuss their hobbies and interests. Teenagers reported that they receive lots of emails containing jokes, information on the music or the cinema and advertising. Email does not seem to be a transmitter of remarks or pictures shocking for the young people. Only 6% of them were shocked by the contents of an email.

9. With who do you communicate via email?



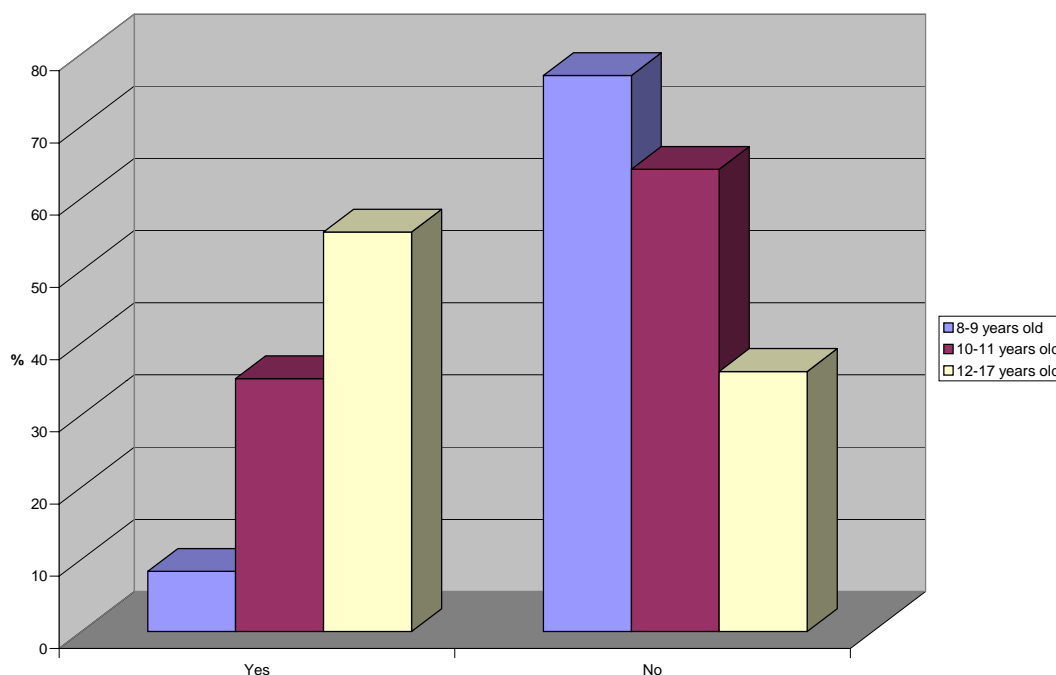
### VI.7. The use of the Chat rooms

Children of 8-9 are not using email or chat rooms, they seems to be too young.

Children of 10-11 begin to use chat rooms but still not email.

Teenagers are very fond of chat rooms. They use it as a taking out and they also use it to make new friends. When they get older, teenagers generally have an email address and prefer it to talk to their friends.

10. The use of chat rooms



8% of the 8-9 years old children report using chat rooms. In 5th and 6th primary years (10-11 years old), 64% of respondents reported that they use chat programs.

In secondary school, except for Charleroi where the phenomenon remains marginal (undoubtedly because of the age of students and their restricted access to the Internet), teenagers (girls and boys) of secondary school like using chat rooms. They are unaware of the significance of chat or Instant Messengers programs like IRC or ICQ, or the difference between moderated and non-moderated chat rooms. It emerged that children frequently use [www.msn.com](http://www.msn.com) or [www.caramail.com](http://www.caramail.com).

Teenagers of secondary schools generally use chat programs to chat with their friends (47%) and people they don't know (42%). The content of the chat discussions varies from the content of email. The discussion in chat rooms does not concern homework. Teenagers often engage in private conversations that are sexual or personal in nature. Teenagers are also chatting about their hobbies

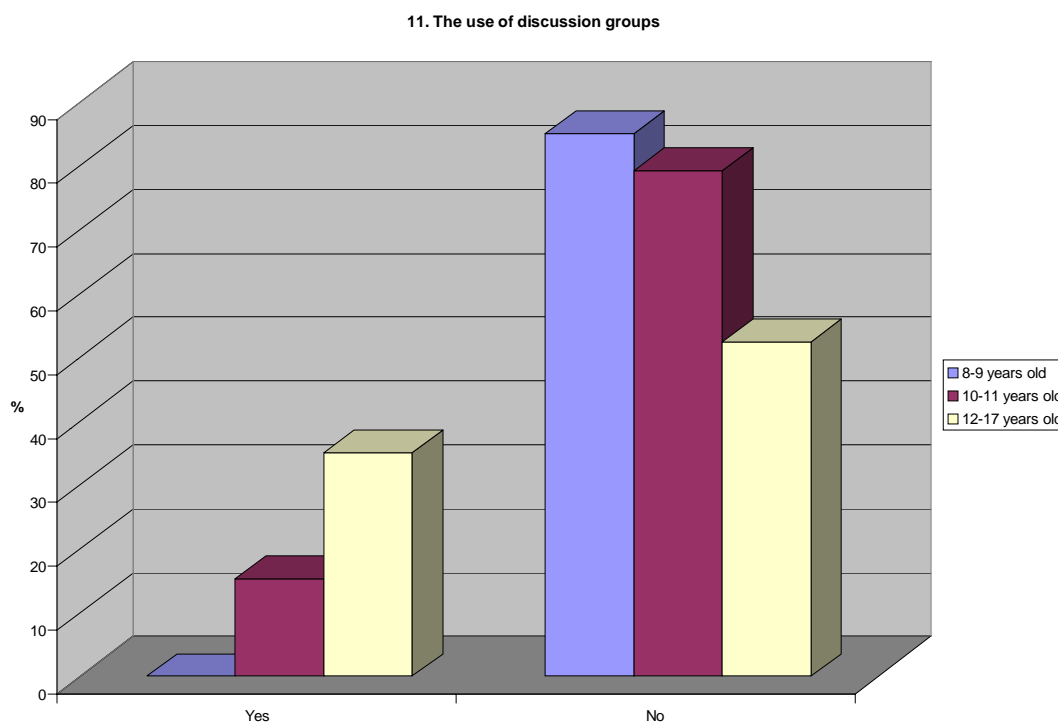
Teenagers sometimes arrange to meet someone in the real world that they have only met on-line. They use Webcams frequently. Teenagers (from 12 to 17 years old) reported that



they had given out their email address. Few conversations of chat rooms seem to be shocking for teenagers. Only 6% of students declared being shocked by the contents of discussions of chat rooms. However teenagers seem aware of the fact that violent remarks or with sexual connotation could shock children.

### ***VI.8. Use of discussion group***

Both children and teenagers are not using discussion group.



### ***VI.9. Cross cultural comparison***

We have done some comparisons with the English results. We did not receive the others results.

#### ***VI.9.1. Sample***

British respondents are ranged between 6 and 16 years while Belgian respondents are ranged between 8 and 17 years. In Belgium, it seems that children aged 6 and 7 were too young to assimilate and understand specific concepts of the Internet. Indeed, at these ages, the majority of children still confuse

television, Internet, CD-ROMs and computers. That's why we excluded them from our respondents.

#### *VI.9.2. Patterns of Internet access*

74% of the British sample reported that they have a computer with Internet access at home while 26% reported that they did not have home based Internet access. In Belgium, 50.4% of children and teenagers have a computer with Internet access at home and 48% of respondents have school based Internet access.

#### *VI.9.3. Filters*

65% of British respondents reported the absence of a filter on the computer they use. In Belgium's school, the French Community decided to install the system of American filtering "X-Stop". This system is not optimal.

#### *VI.9.4. Parental supervision*

Overall 62% of British respondents reported that parents never either supervise or discuss their children's on-line activities with respondents. In Belgium, we noticed that parent's ICT knowledge is so low that they cannot supervise their children's use of the Internet.

However, seeing the spelling of sites' names, we could guess that children of 8 years old usually access web sites with their parents or with an adult. In Belgium, it seems that parents or adults supervise their 8 years old children's on-line activities. Belgium parents play an educational role for small children but not a repressional role.

#### *VI.9.5. What kinds of web sites do boys and girls access ?*

Belgian and British children and teenagers are accessing the same kind of web sites.

Both Belgian children and teenagers use the Internet to access gaming sites, to make research and to see jokes. 36% of children of 3rd and 4th primary years access sites related to their hobbies and interests. 38% of children reported that

they use the Internet to access gaming and joking web sites. They perceive the Internet as a means of collecting information they cannot find elsewhere as in the books for example. 27% of children also access sites randomly.

In England, overall 77% of children (between 6-16 years old) reported that they use the Internet to access gaming web sites, 51% access sites related to music and films and 44% also access sites related to their hobbies and interests. 44% of children access sites related to schoolwork and 25% selected shopping sites. 15% visit news related web sites and 9% access exam cheat sites.

#### *VI.9.6. Safety guidelines*

In Belgium, children and teenagers who took part of the ONCE project have learned safety guidelines. Theoretically, children have fully agreed with those guidelines while teenagers do not accept them because of their more rebel nature. However practically, children and teenagers give out personal information on the Internet in chat rooms or in their favourite web sites. They are often required to complete on-line forms that request a range of personal details. In the event of being harassed on-line, Belgian children turn the computer off. They replied that they would never seek help in the event of being harassed on-line.

In the United Kingdom, 44% of British children reported that they have never given out personal information on the Internet. 71% of British children said they would seek help from parents if ever they would be harassed on-line.

British children seem to be more obedient than Belgian ones.

#### *VI.9.7. Face-to-face meetings*

38% of British boys went unaccompanied to a face-to-face meeting with people only previously encountered in an on-line environment. But none of the British female respondents went unaccompanied to a face-to-face meeting. The British sample is constituted of children and teenagers.

In Belgium, there is a huge contrast between children and teenagers behaviour. Children never went to a face-to-face

meeting with people they don't know. But teenagers don't want to be accompanied by an adult to a face-to-face meeting.

#### *VI.9.8. Discussion of comparison*

Even if we are still waiting for Irish results, we could make some comparison between children and teenagers behaviour in the United Kingdom and in Belgium.

The kind of web sites and the location of computers children and teenagers do access are similar in Belgium and in UK. They both have home and school based Internet access. And both of them reported that they use the Internet to access gaming web sites, sites related to music and films and sites related to their hobbies and interests.

British children seem to be more obedient and docile than Belgian one. British children and teenagers said they would seek help from parents in the event of being harassed on-line while Belgian children would turn the computer off.

Even when Belgian and British children are aware of safety guidelines they often make their own decisions about when to adhere to the guidelines and when to ignore them. For example some children decide that is appropriate to give out personal details when signing up for an email accounts but not appropriate to give out the same information when conversing in a chat room. In other words respondents decide when the catchall safety guidelines are appropriate in different online contexts.

## **CONCLUSION**

Firstly, we have defined the problematic and the part of our job. We have tested the idea with the head teachers and specialists in education. We have built a methodology to organize the different workshops in schools. And finally, we went in schools to meet children and teenagers in order to understand how they use the Internet.

Following the observations and the two questionnaires (quantitative and qualitative), we have created, with the English team, two web sites. The first one is for children and teenagers (<http://www.fkbko.net>) and the second for parents

(<http://www.theonceproject.com>). Moreover, we have created four booklets on four different topics (e-mail, chat, virus and bfriend the web). We have launched the two web sites and the booklets during a press conference, 27<sup>th</sup> June 2002.

After the workshops, we have collected results thanks to questionnaires and observations in schools. Even if we have to take in account certain skews generated by the lack of seriousness of respondents, we could note that many of the assumptions made during observations in schools were confirmed.

During meetings in schools, we observed that all teenagers knew the Internet tools and that a great majority use it frequently. Moreover, we noted massive use of chat rooms by the young teenagers, especially in the beginning of secondary school. On the other hand, the use of email comes later. Lastly, the young people never use the discussion groups.

In primary school, a great number of children access the Internet to make research. The Internet is another source of documentation than books and the children understood it very well. Young children use the Internet to access mainly web sites of jokes and gaming web sites. The use of the Internet at this age (in primary school) is mainly recreational and academic. Moreover we noticed the impact of newscasts on the way they surf the Internet. Indeed, at the time of the events of the 11<sup>th</sup> of September 2001, lots of children and teenagers carried out research on the Afghanistan and on the USA.

Certain things that could be seen by younger children but not shocked themselves by the same things shock the children. In general, the girls are more impressionable or in any case, they admit it more easily.